

# EVERYDAY EVALUATION



CDVSA webinar - May 7, 2015  
By Wendi Siebold, Ati Nasiah and Elena Gustafson

# TODAY'S PRESENTERS



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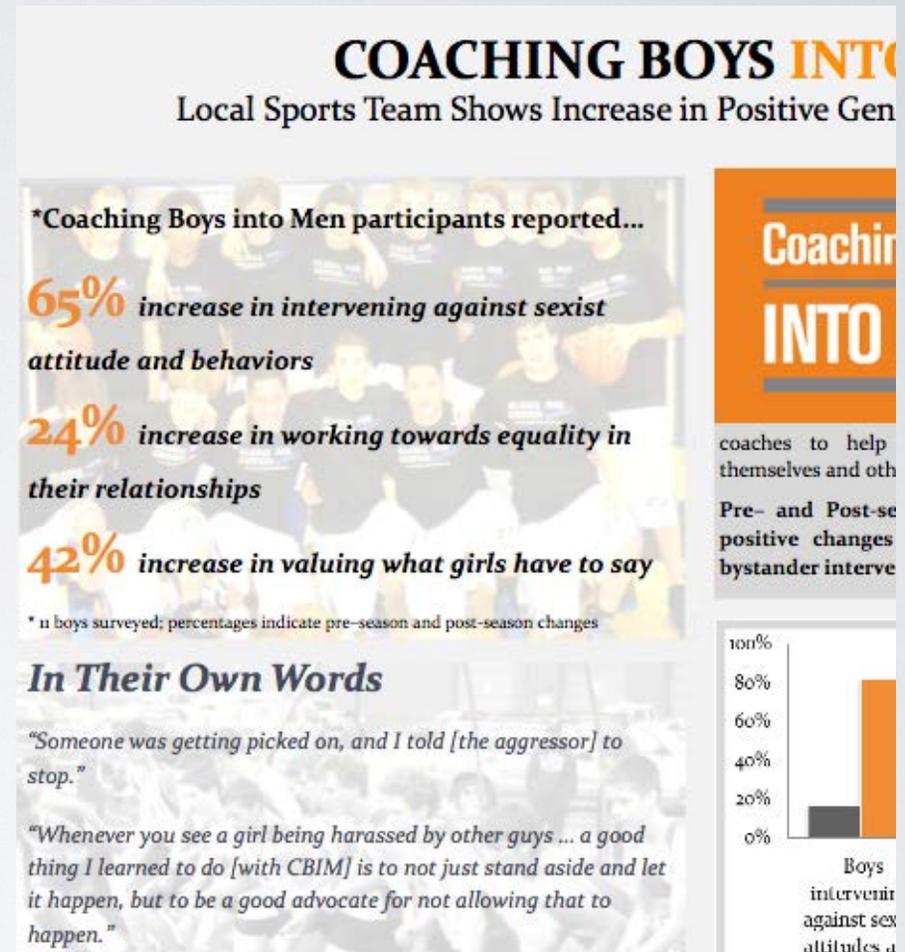
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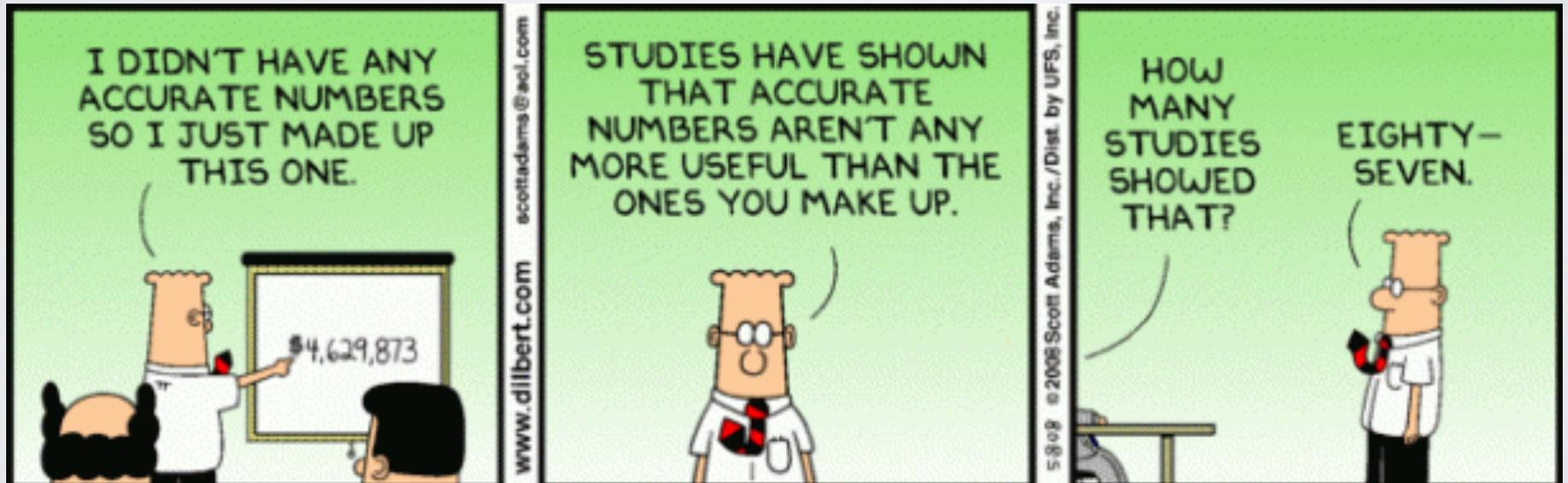
# TODAY

- purpose of evaluation
- keeping things feasible
- using and sharing your findings



# WHERE IS YOUR DATA??

the question we all dread

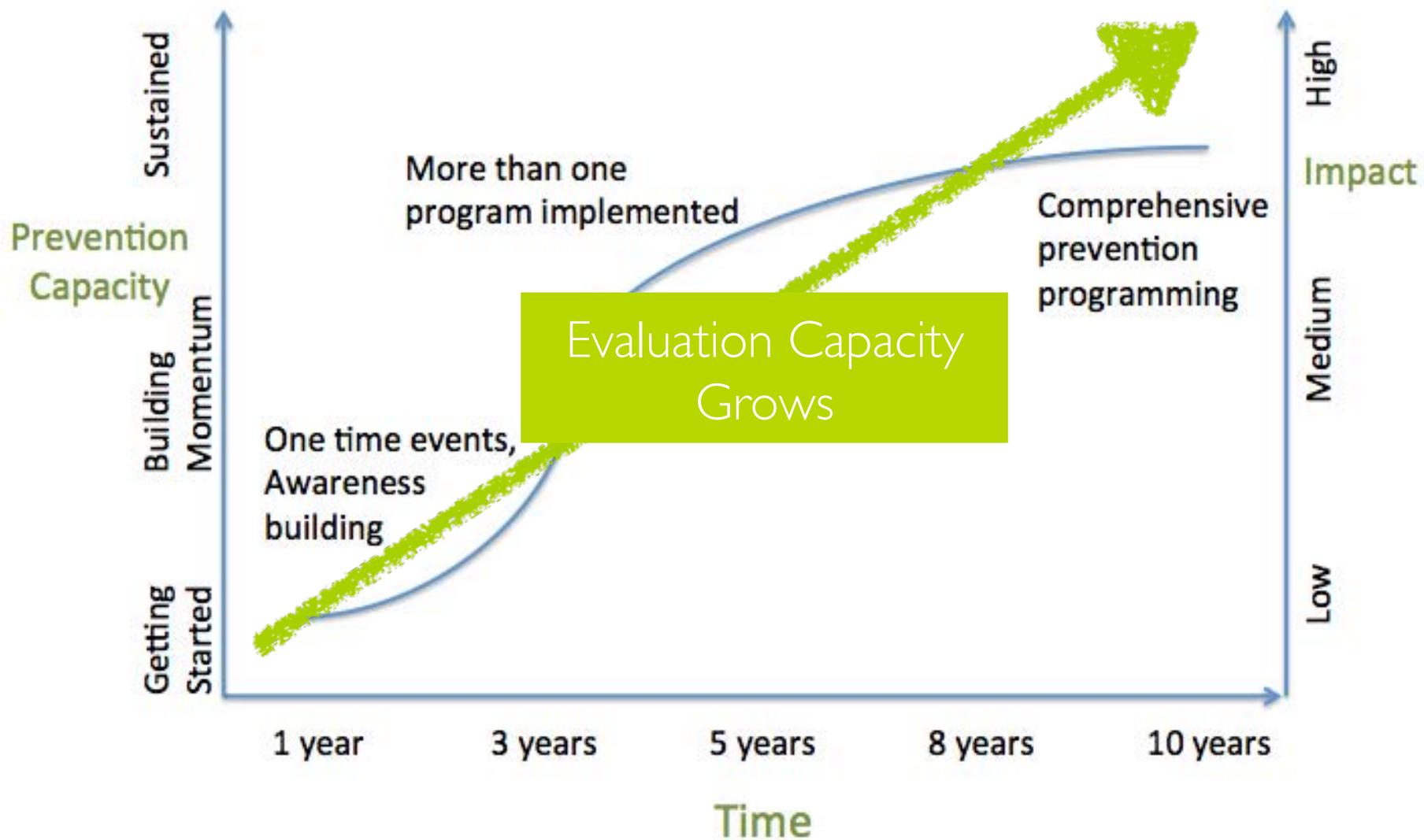


A green speech bubble with a white outline, pointing towards the top-left. Inside the bubble, the text "What has been the impact of your prevention programming?" is written in white, sans-serif font, centered and arranged in four lines.

What has been the  
impact of your  
prevention  
programming?

WHY IS THIS QUESTION  
HARD TO ANSWER?

# PREVENTION TIPPING POINT

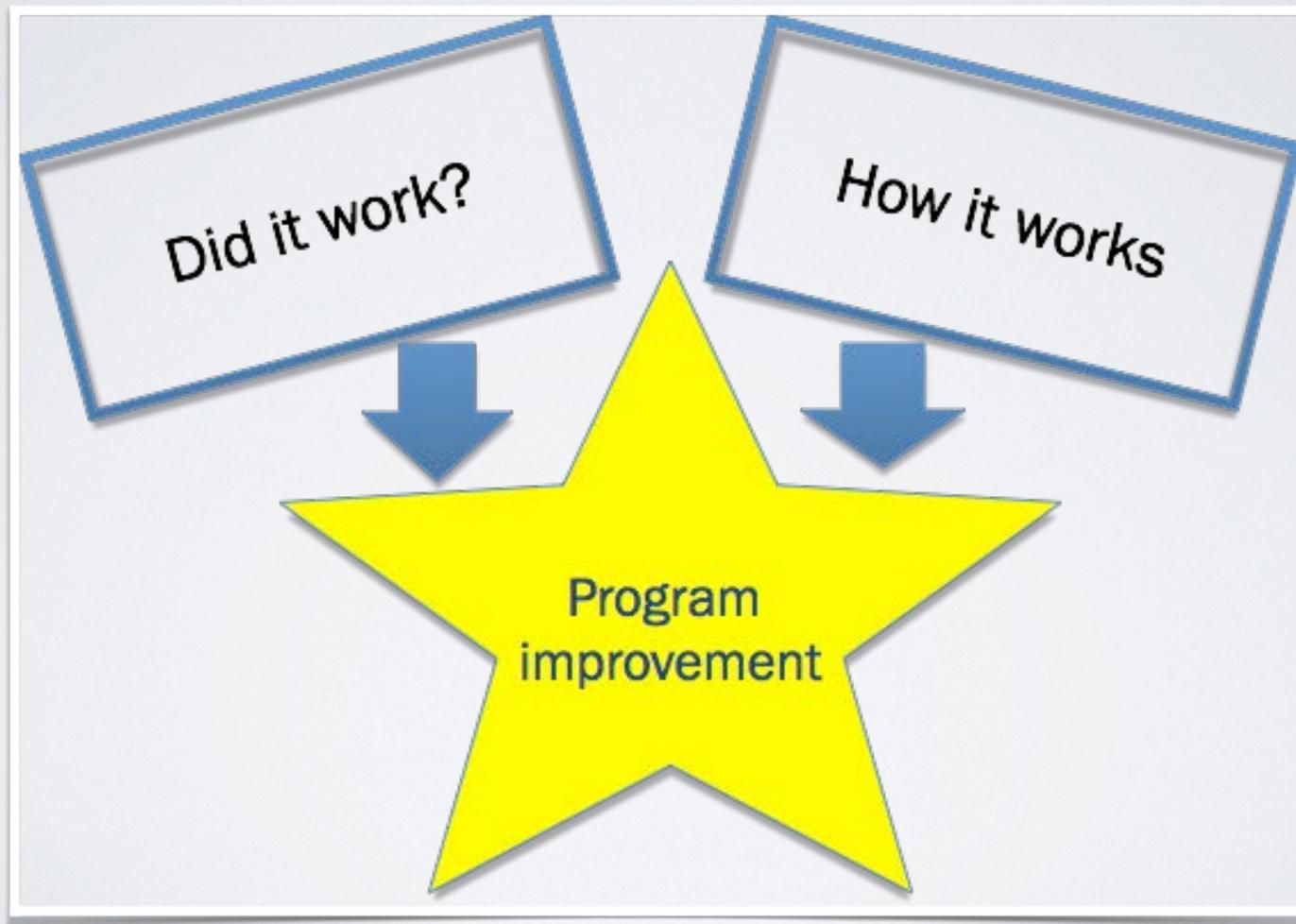




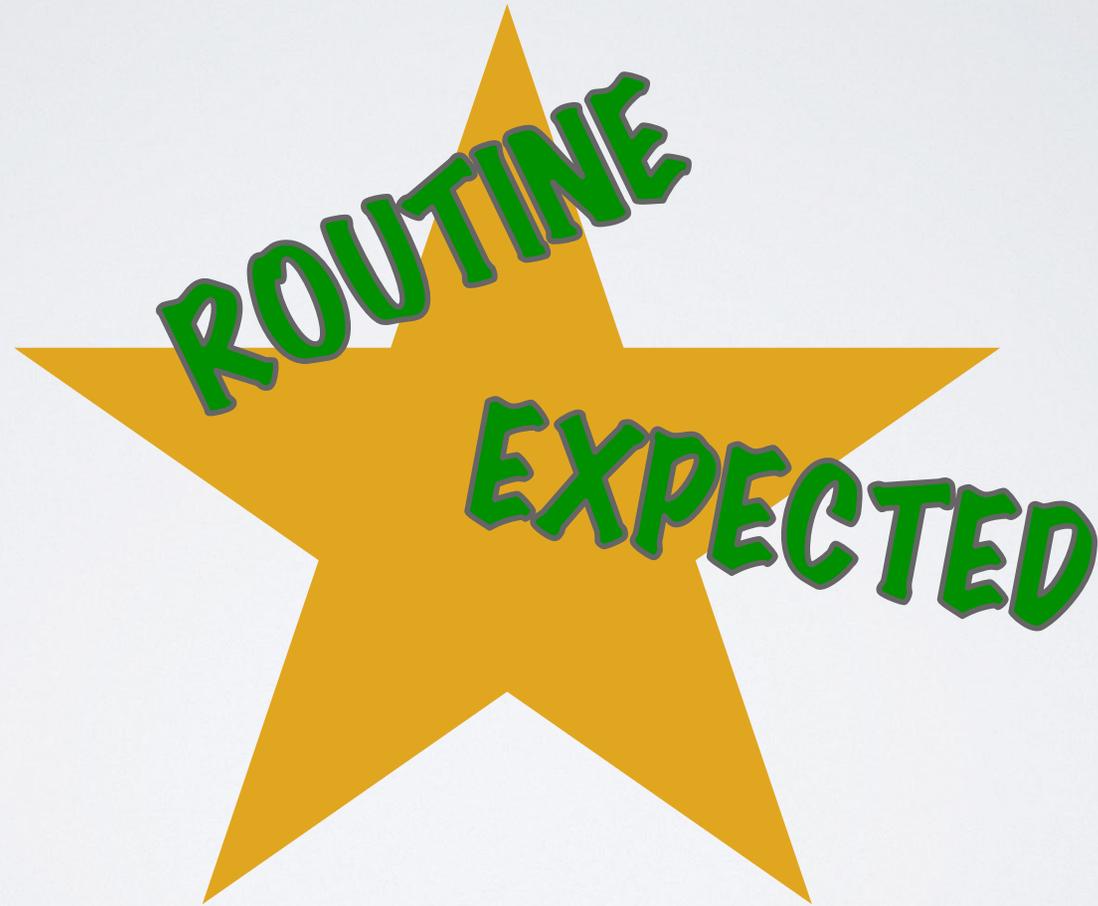
POLL:

What's your  
evaluation capacity?

# WHY EVALUATE?



WHEN DO YOU EVALUATE?

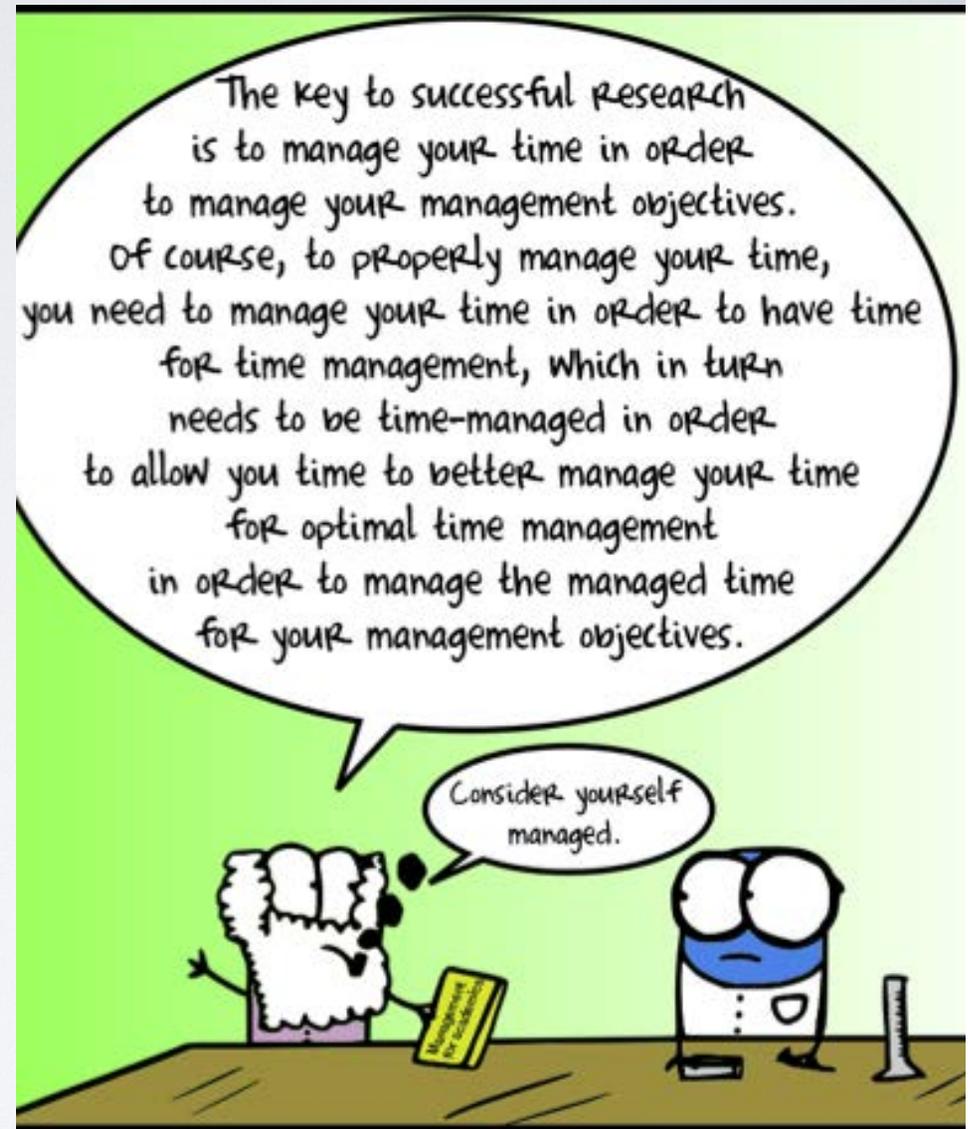


EVALUATION  
IS PLANNING



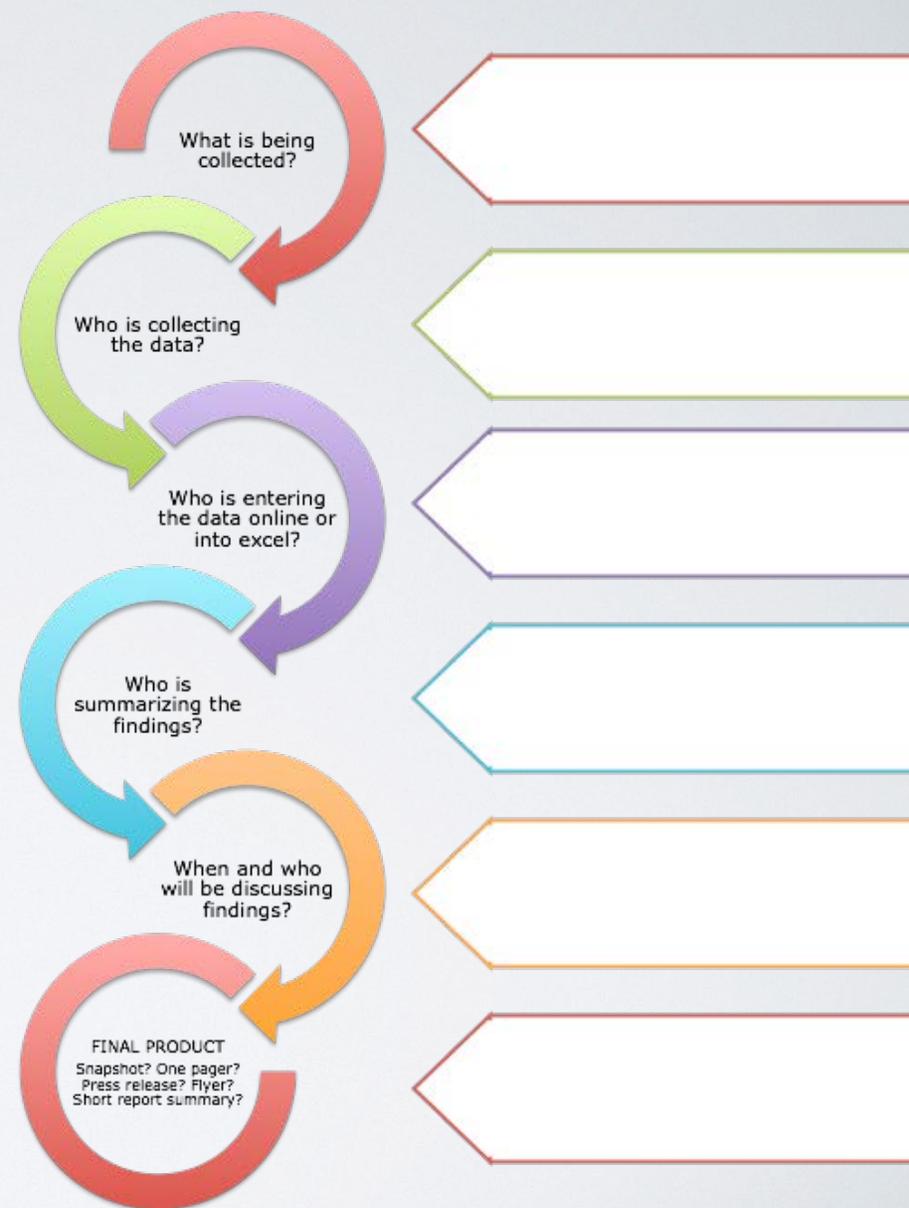
avoid THIS

EVALUATION TAKES  
TIME,  
  
AND SAVES YOU  
TIME



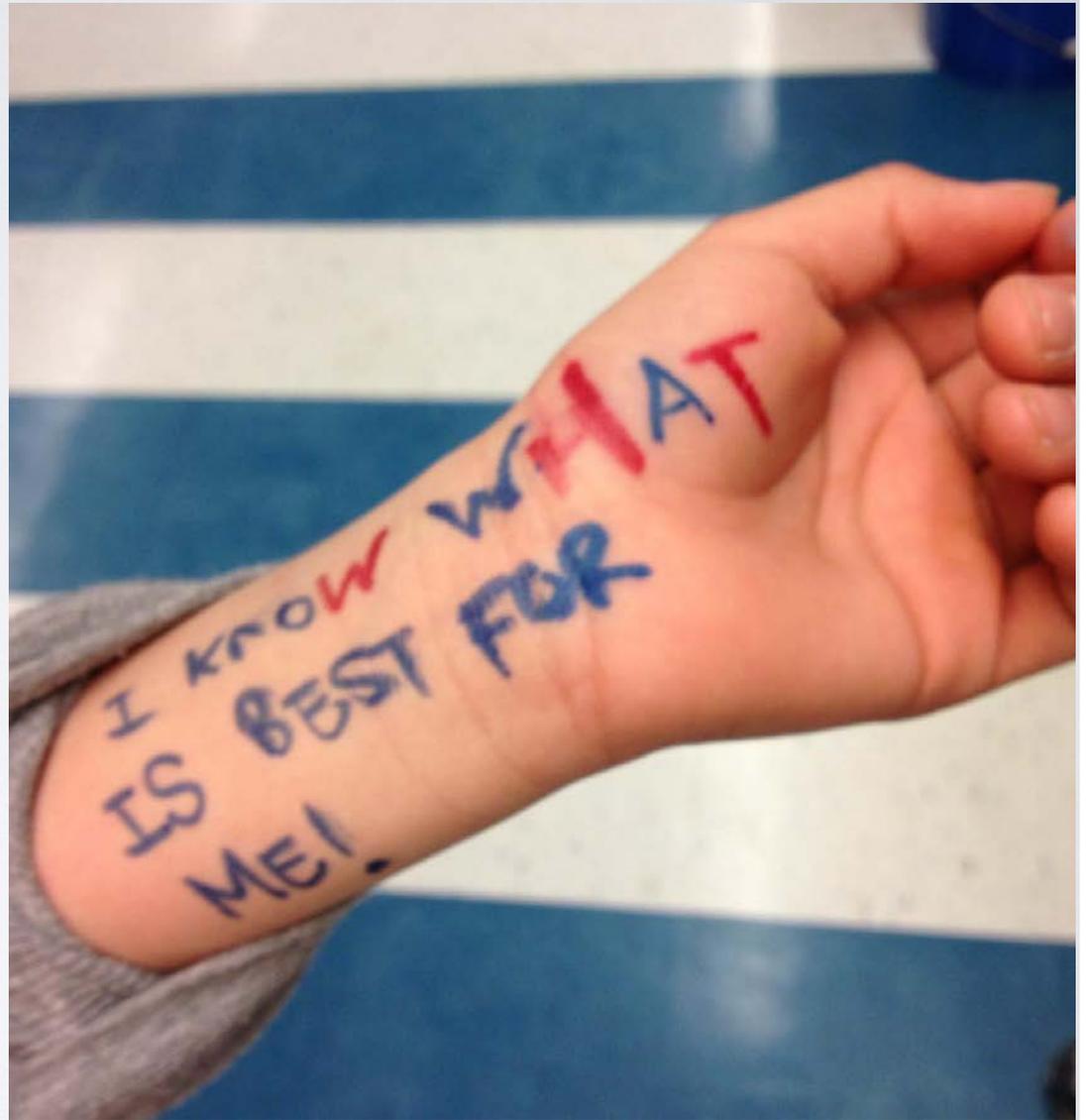
USE  
EVERYTHING  
plan everything

## Data Collection Worksheet



# LESSONS FROM JUNEAU

Ati Nasiah

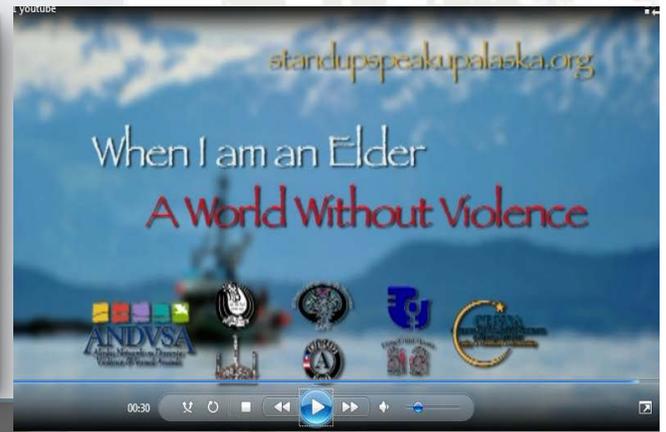
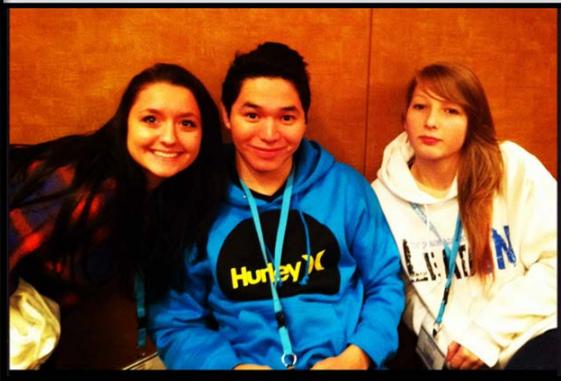




# ALASKA MEN CHOOSE RESPECT



ALASKA MEN CHOOSE RESPECT



Men & Boys



# Youth Engagement

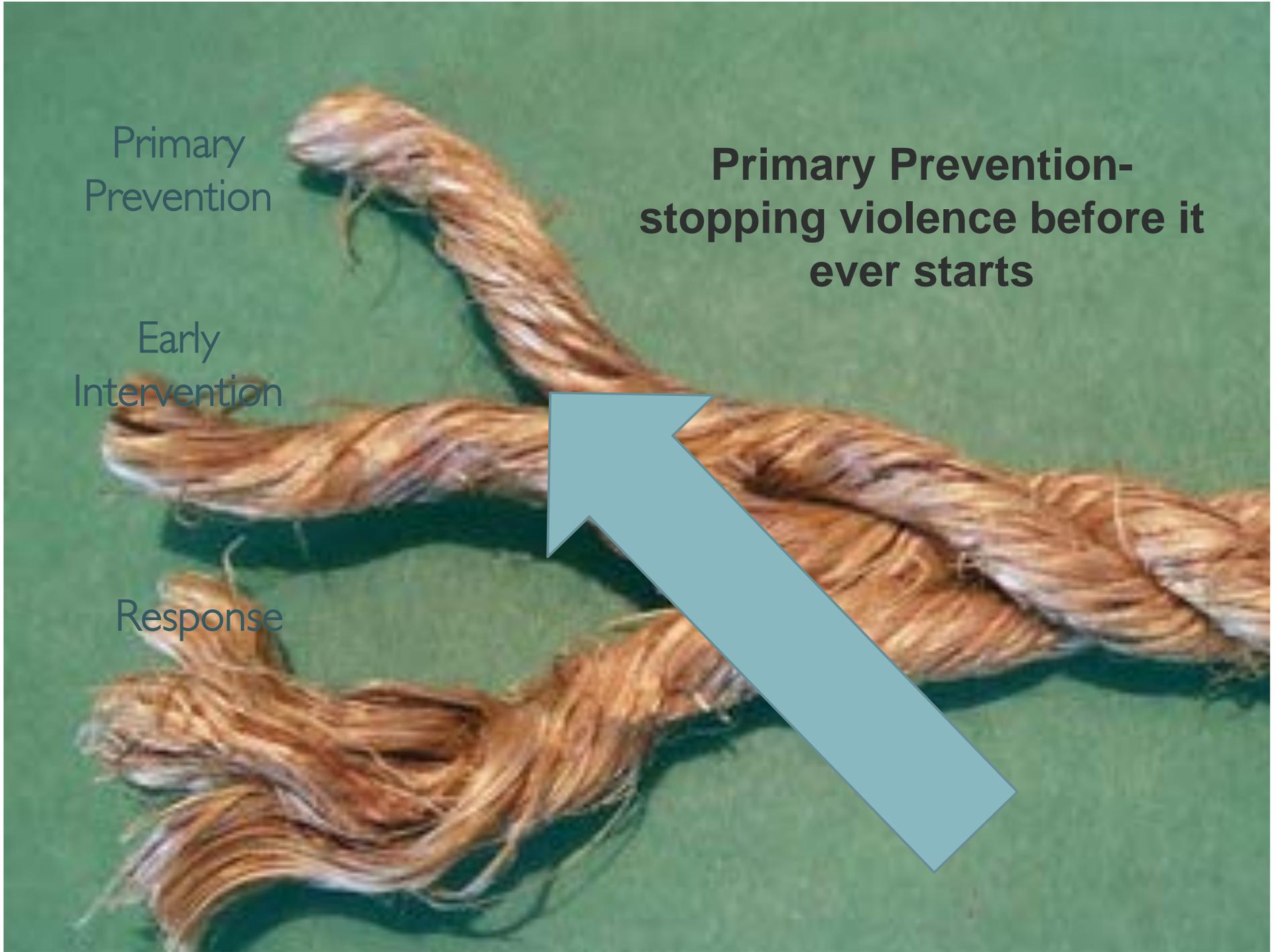


Primary  
Prevention

**Primary Prevention-  
stopping violence before it  
ever starts**

Early  
Intervention

Response



# LOGIC MODEL

PPO 1: Increase the percent of community member reports of a community climate in Juneau that consists of healthy masculinity and zero tolerance for violence against women and girls to 20% by March 2018. (Community climate of healthy masculinity)					
Resources/ Inputs	Strategies/ Activities	Outputs	Short Term Outcomes (within 1 year)	Intermediate Outcomes (within 3 years)	Long Term Impacts (beyond 3 years; not always measureable)
<p>Sustain male employee (male champion) to provide technical assistance to men implementing programs</p> <p>Funds: for male position, professional training, curricula, professional trainings, media campaign etc.</p> <p>Male coaches</p> <p>School partnerships</p> <p>Staff at AWARE coordinate local AMCR activities</p> <p>Funds for AMCR curricula, social norms campaign etc.</p> <p>Male/Youth leaders</p> <p>Evaluation tools for all activities/ strategies</p>	<p>Coaching Boys Into Men (CBIM)</p> <p>Social Norms Campaign</p> <p>AMCR/ COMPASS</p>	<p>Coaches Training</p> <p>Curricula/ program materials/ program starter kits</p> <p>Local supplemental materials: CBIM brochure, 3 supplemental trainings, social norms materials</p> <p>Training for Men</p> <p>Social Norms Campaign (brochure, poster, web, twitter, tv, radio, bus, movie screens, newspaper)</p> <p>AMCR website / online discussion resources</p>	<p>1.1 By the end of one season, at least 90% of CBIM participants have improved recognition of abusive behavior (pre-post survey)</p> <p>1.2 By the end of one season, at least 90% of CBIM participants have improved intentions to intervene when witnessing abusive behaviors (pre-post survey)</p> <p>1.3 After participating in CBIM/COMPASS/AMCR, the majority (&gt;50%) of boys who participated will report that they engaged in meaningful dialogue about gender equity or healthy masculinity (measured by post surveys)</p>	<p>1.4 The majority of CBIM participants have increased self-reported positive bystander intervention</p> <p>1.5 The majority of boys who participated in school based prevention programming will report that their peers hold gender equitable attitudes</p>	<p>1.6 Reduced self-reported abuse perpetration</p> <p>1.7 Juneau's community climate is one of healthy masculinity and zero tolerance for violence against women and girls</p>

[1] Participants may include: Boys' HS Varsity and JV basketball at JDHS and TMHS, and boys' basketball at Floyd Dreyden, etc.

[2] Participants may include: Boys' HS Varsity and JV basketball at JDHS and TMHS, and boys' basketball at Floyd Dreyden, etc.

## COACHES KIT QUESTIONNAIRE

---

Name:  
School or Organization:  
Position:  
Street Address:  
City, State, Zip:  
Telephone number:

1. How did you hear about Coaching Boys into Men (CBIM) ?
2. Why were you interested in implementing the materials?
3. How have you used the Coaches Kit (CBIM card series, playbook, etc..)?
  - a. I've only downloaded/received the materials
  - b. I've shared the program with my colleagues and/or community
  - c. I plan to implement CBIM
  - d. I have implemented CBIM
4. If you have implemented CBIM:
  - a. How old are the youth you work with?
  - b. What is the setting (*after-school sports team, PE class, youth program*)
  - c. How many youth have participated?
  - d. How many coaches or assistants participated?
5. If you have not implemented the program why not?
6. What would have helped make implementation possible for your season?

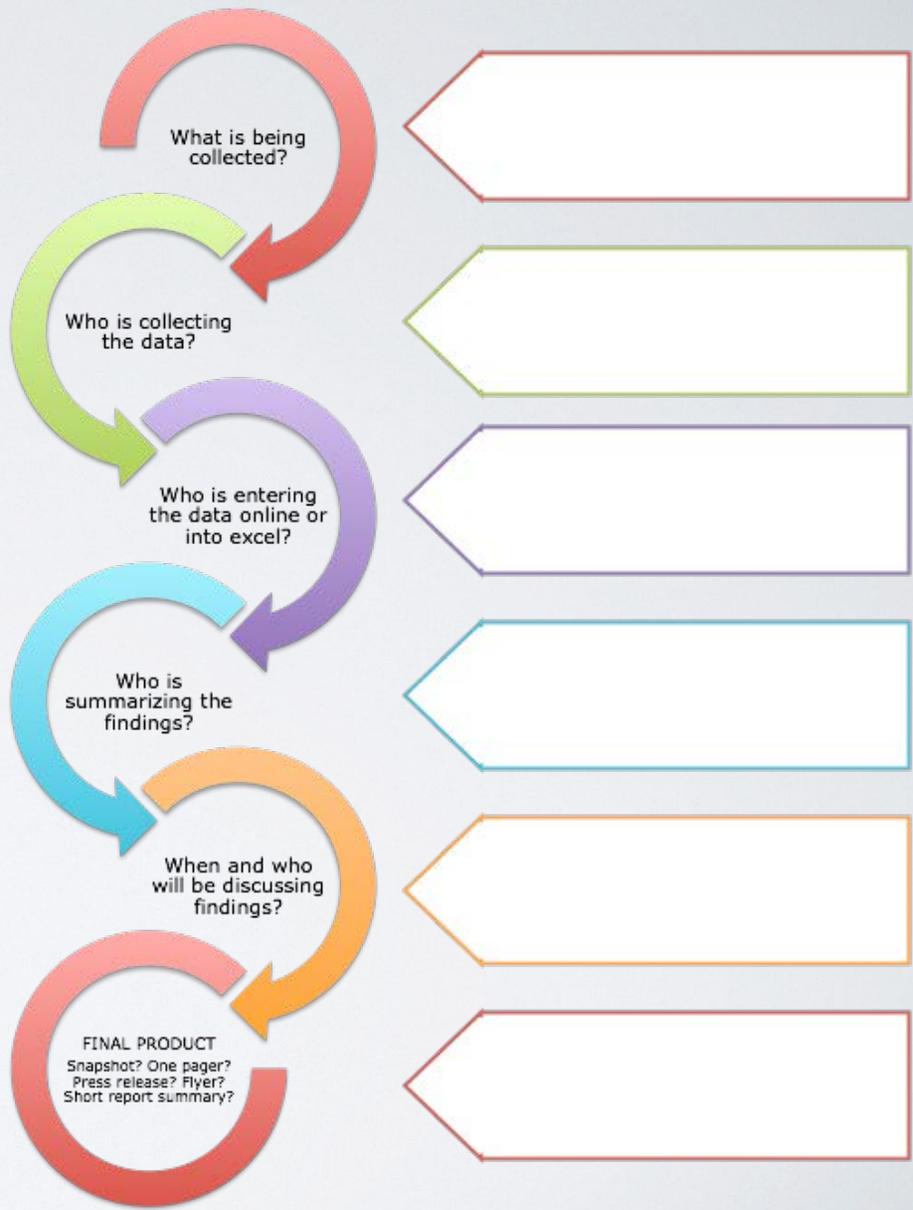
# EXAMPLE PROCESS EVALUATION TOOL

# EXAMPLE OUTCOME

	Yes, my coach talked to us about this.	No, my coach didn't talk to us about this.	I wasn't on a sport team in the past 3 months.		
Being respectful towards women and girls.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Stopping kids from doing harmful or violent things towards a girl or girls.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Healthy ways to be a man.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Respect for all individuals, groups or subcultures in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Check ONE for each question	Not abusive	A little abusive	Somewhat abusive	Very abusive	Extremely abusive
a) Name calling or insulting them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
a) Telling them they're ugly or stupid.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
a) Making fun of them in front of other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
a) Telling them what to do all the time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
a) Telling them which friends they can and can't see or talk to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
a) Pressuring them not to break up with them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
a) Not listening to what they have to say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please rate each of the following actions towards a girlfriend or boyfriend as not abusive, a little abusive, very abusive or extremely abusive. Check ONE for each question	Not abusive	A little abusive	Somewhat abusive	Very abusive	Extremely abusive
a) Trying to convince them to have sex.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
a) Preventing them from leaving a room.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
a) Keeping tabs on them or spying on them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
a) Being physically or sexually intimate with a girl without asking her if she wants to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
a) Constantly contacting them via cell phone, email, IM, Facebook, or text to find out who they are with, where they are, and what they are doing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

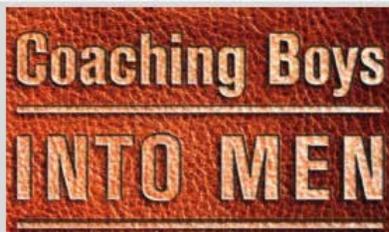
Use everything  
plan everything

### Data Collection Worksheet



# INSTANT REPLAY: COACHING BOYS INTO MEN IN JUNEAU

Local Sports Team Shows Increase in Positive Gender Equality Attitudes



The impact of the Coaching Boys into Men (CBIM) program is evaluated each year, both to recognize areas of success and to make improvements. The 2013-2014 CBIM season in Juneau

showed that through education and training, young men and boys are able to carry out meaningful conversations about respect and gender equality, can learn about healthy and unhealthy relationship behaviors and ways to recognize abuse, as well as what they can do in an unsafe situation. CBIM athletes reported that the CBIM program helped increase conversations both around respecting women and girls, but also on standing up and speaking up when unsafe situations happen.

## In Their Own Words

*"It's disrespectful to look down on someone else. When that happens, I would step in and say 'that this person is the same as you and deserves respect.'"*

*"I've walked in on two people disrespecting each other. When you address it, you have to take into account how you are making the other people feel. Even if they are disrespecting you, it's important to be the bigger person if we ever want it to stop."*

*"You have to put forth the effort to intervene if you witness*

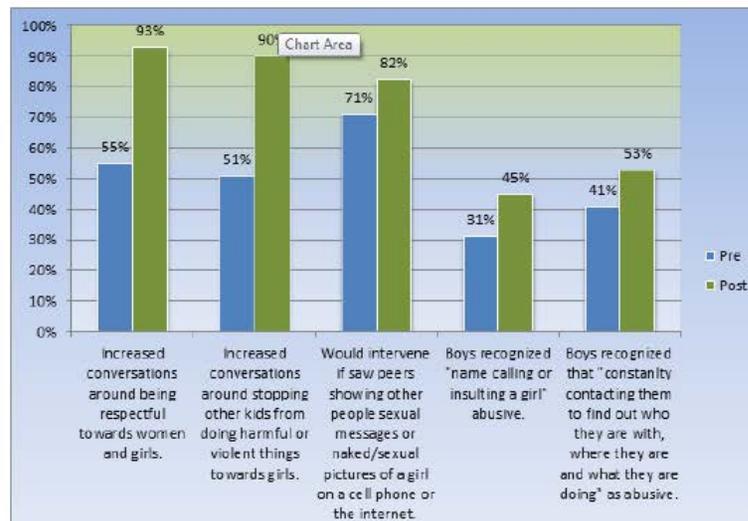
**39%** increase in conversations around stopping other kids from doing harmful or violent things towards girls

**38%** increase in conversations around being respectful towards women and girls

**15%** increase in participants identifying "name calling and insulting women" as "abusive behavior"

[49 pre- & 39 post-season boys surveyed; percentages indicate pre-season and post-season changes]

2013-2014 Findings highlighted



Aiding Women in Abuse and Rape Emergencies (AWARE), Inc. :: Juneau, Alaska :: Ati Nasiah, Prevention Manager :: [atin@awareak.org](mailto:atin@awareak.org)

\*There was some concern about the collection methods and conditions of this survey data.

# ALASKA MEN CHOOSE RESPECT

Matt Seymour  
TMHS Student



**Learning Together**  
to uphold and live our values.



You have to put forth the effort to intervene if you witness disrespect. Just pointing it out can help people realize the wrong that they're doing.

# ALASKA MEN CHOOSE RESPECT

Ben Jahn  
TMHS Student



**Learning Together**  
to uphold and live our values.



I've walked in on two people disrespecting each other. When you address it you have to take into account how you are making the other people feel. Even if they are disrespecting you, it's important to be the bigger person if we ever want it to stop.

# ALASKA MEN CHOOSE RESPECT

JDHS  
Crimson Bears



**Learning Together**  
to uphold and live our values.



We want to have success on the basketball court, but that is only one way we measure success. We will measure our success by what our players do after they have moved on from our program. We want them to learn and grow beyond the ninety-four by fifty foot basketball court. Our true measure of success won't be realized until 5, 10, maybe 15 years later when our players have become husbands, fathers, and community members.

—Robert Casperson, JDHS Coach

# GIRLS ON THE RUN

Girls improve social-emotional skills & decrease acceptance of gender stereotypes



**GOTR improves ability to identify and deal with feelings and stand up for self and others.**

**After GOTR, participants were more likely to strongly agree:**

*I know how to deal with uncomfortable feelings in a healthy way:*

19% increase from pre to post

*I know the difference between comfortable & uncomfortable feelings:*

12% increase from pre to post

*I feel comfortable standing up for myself*

10% increase from pre to post

*I feel comfortable standing up for others who are being picked on:*

10% increase from pre to post

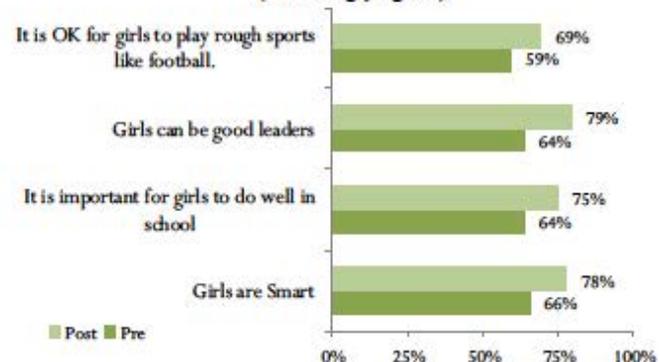


*\*70 participants surveyed*

**G**irls on the Run (GOTR) International is an empowerment program for pre-teen girls (ages 8-14). The program combines training for a 5K running event with healthy living and self-esteem enhancing curricula. GOTR instills self-esteem and self-respect through physical training, health education, life skills development, and mentoring relationships. The 12 week/24 lesson afterschool program combines life-lessons, discussions, and running games in a fun and encouraging, girl-positive environment where girls are free to express themselves, build confidence and improve attitudes about body image, eating attitudes, and self.

**GOTR decreases acceptance of traditional gender stereotypes.**

**Agreement with Gender Stereotypes  
(% strongly agree)**



AWARE, Inc. ::: Ati Nasiah, Council Director ::: [atin@awareak.org](mailto:atin@awareak.org) ::: Julie Walker, GOTR Advocate ::: [juliew@awareak.org](mailto:juliew@awareak.org)

[www.gotr-sealaska.org](http://www.gotr-sealaska.org) and [www.facebook.com/gotr.sealaska](http://www.facebook.com/gotr.sealaska)

# Lead On! For Peace and Equality 2013-2014

**100%** of participants agreed or strongly agreed with the statement, "I believe that I can make a difference."

**88%** of participants reported that the Lead On! project moderately or greatly improved their and their peers' culture of respect.

\*8 participants were surveyed, 2014

## In Their Own Words

*"I strongly believe that after watching the video just once, people can gain knowledge that will help them throughout their entire life."*

*"Teenagers can make a difference."*

*"My favorite part was the positive collaborative relationship everyone had, and the excitement and energy that flowed through the group as well as in the video."*

*"You can tell that people were speaking from the heart."*

*"What was once a mysterious and awkward subject, is now approachable by teens in a way they understand."*

In the fall of 2013, three Juneau teens attended the Alaska Network on Domestic Violence & Sexual Assault's Lead On! For Peace and Equality mini-summit. Inspired by their peers and motivated to make a difference in their community, they returned to Juneau with a vision of creating a digital story that promotes healthy relationships, healthy sexuality, and nonviolence.

Over the span of six months, the project grew and gained momentum as 20 teens shared their talents and volunteered a cumulative 315.5 hours of their time to the digital story. Through interviews with their peers, skits, and footage of the beautiful community of Juneau, these teens hope to spark dialogue about important issues impacting youth through their 5 1/2 minute video..

This project was funded and supported by the Alaska Network on Domestic Violence & Sexual Assault, the State of Alaska Department of Health and Social Services, Planned Parenthood of the Great Northwest's Teen Council, and Aiding Women in Abuse and Rape Emergencies, Inc.

<http://www.youtube.com/watch?v=rfRRNPPvsQ>

WATCH VIDEO



Aiding Women in Abuse and Rape Emergencies (AWARE), Inc. :: Juneau, Alaska :: Ati Nasiah, Prevention Manager :: [atin@awareak.org](mailto:atin@awareak.org)

# Collaboration Successes



# LESSONS FROM SITKA

Elena Gustafson





# GIRLS ON THE RUN SITKA 2014!

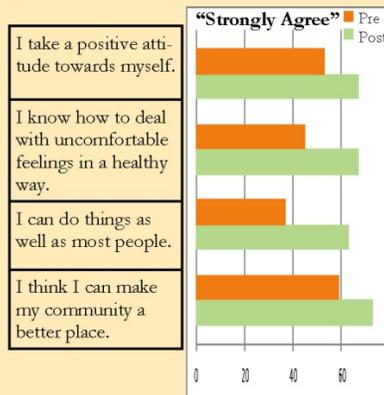


Keet Gooshi Heen Elementary and Sitkans Against Family Violence teamed up for the sixth season of Girls on the Run in Sitka this year! Girls on the Run (GOTR) is an empowerment-based program designed to bring girls together with strength and resiliency. Thirty-six girls participated in the program in 2014. They trained for a 5K Fun Run while learning skills to create a healthy school culture, such as positivity; intentional decision making; standing up for themselves & others; embracing differences; & expressing gratitude by giving back to the community!

Every year we measure the effectiveness of our GOTR program through a survey given at the beginning and end of the season tracking. Here's a selection of results from this year!



GOTR founder, Molly Barker, visited the Sitka 5K this year and helped participants connect to their "Super Super Girl Power!"



Compiled by Elena Gustafson, Sitkans Against Family Violence

## Words from the Girls

"It's easier to have fun when you are grateful!"

"Positive body image means you like yourself just the way you are."

"When you support each other, you can do stuff you couldn't do by yourself!"



## Words from Parents & Coaches

"I really liked the sense of community and how that helps bring pride to each of the girls."

"[Coaching] really opened my eyes to the insightful-ness and emotional facets that young girls today are dealing with."

learn. dream. live. run.™

Pre-GOTR, n=32 Post-GOTR, n=28

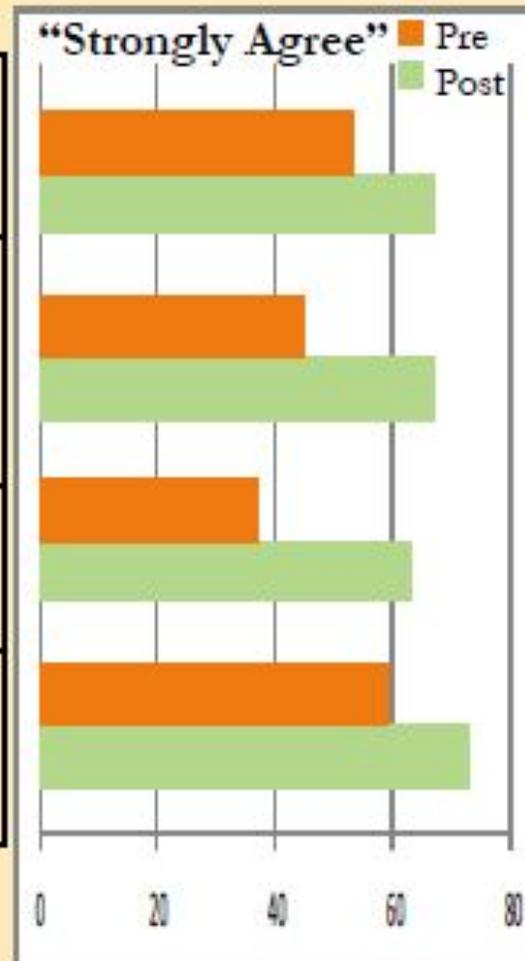
Every year we measure the effectiveness of our GOTR program through a survey given at the beginning and end of the season tracking. Here's a selection of results from this year!

I take a positive attitude towards myself.

I know how to deal with uncomfortable feelings in a healthy way.

I can do things as well as most people.

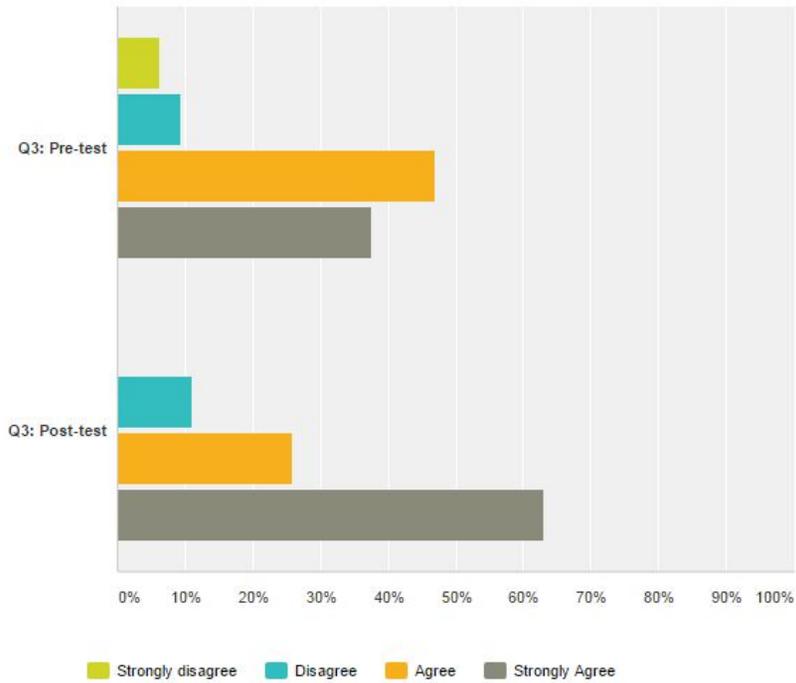
I think I can make my community a better place.



Pre-GOTR n=32 Post-GOTR n=28

### I can do things as well as most people.

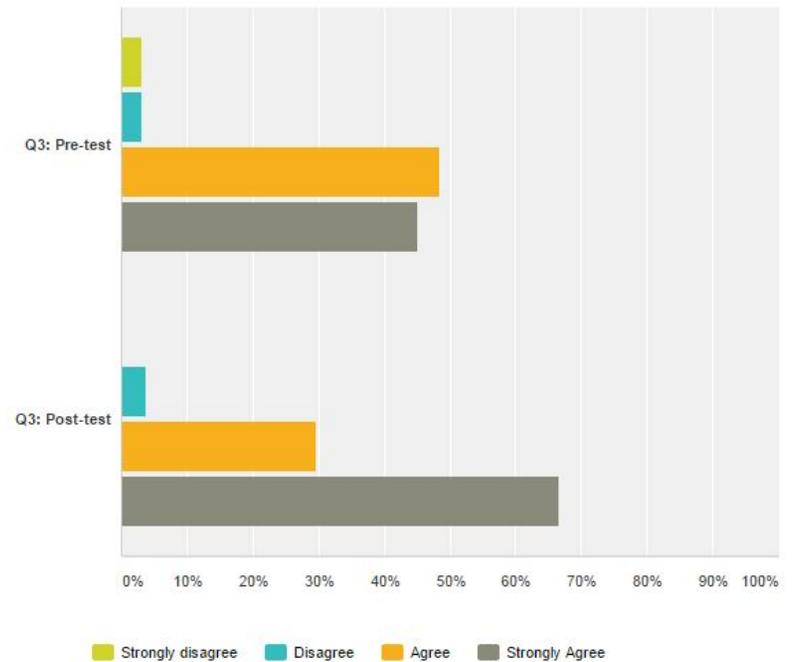
Answered: 59 Skipped: 1



	Strongly disagree	Disagree	Agree	Strongly Agree	Total
Q3: Pre-test (A)	6.25% 2	9.38% 3	46.88% 15	37.50% 12	54.24% 32
Q3: Post-test (B)	0.00% 0	11.11% 3	25.93% 7	62.96% 17	45.76% 27
Total Respondents	2	6	22	29	59

### I know how to deal with uncomfortable feelings in a healthy way.

Answered: 58 Skipped: 2



	Strongly disagree	Disagree	Agree	Strongly Agree	Total
Q3: Pre-test (A)	3.23% 1	3.23% 1	48.39% 15	45.16% 14	53.45% 31
Q3: Post-test (B)	0.00% 0	3.70% 1	29.63% 8	66.67% 18	46.55% 27
Total Respondents	1	2	23	32	58

• Strongly agree: 56%                      Strongly agree: 68%

• Girls can be good leaders

• Strongly agree: 72%                      Strongly agree: 86%

• I know how to deal with uncomfortable feelings in a healthy way

• Strongly agree: 45%                      Strongly agree: 67%

• I think I can make my community a better place

• Strongly agree: 59%                      Strongly agree: 73%

• I am beautiful just the way I am

• Strongly agree: 62%                      Strongly agree: 70%

• I can do things as well as most people

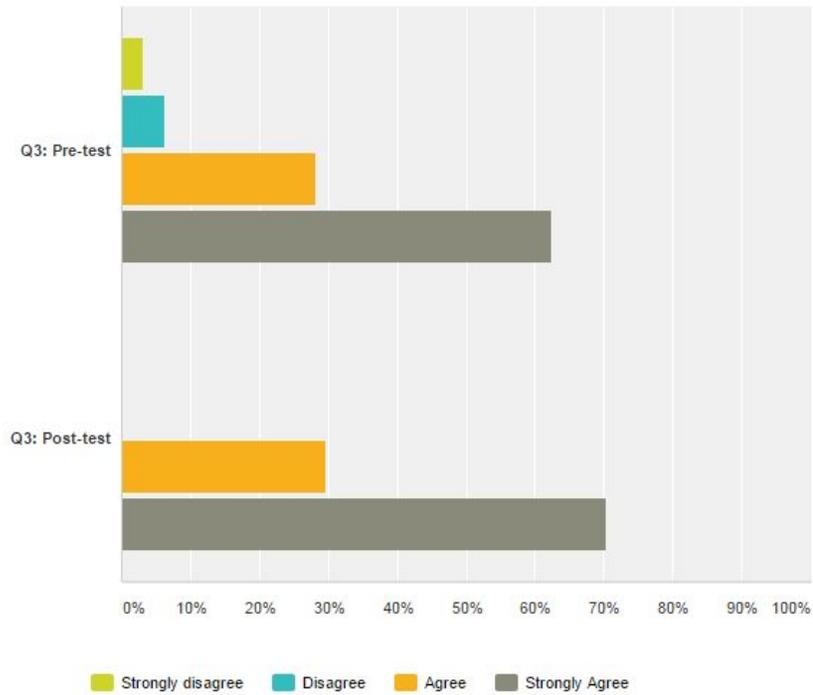
• Strongly agree: 37%                      Strongly agree: 63%

• I take a positive attitude towards myself

• Strongly agree: 53%                      Strongly agree: 67%

## I am beautiful just the way I am.

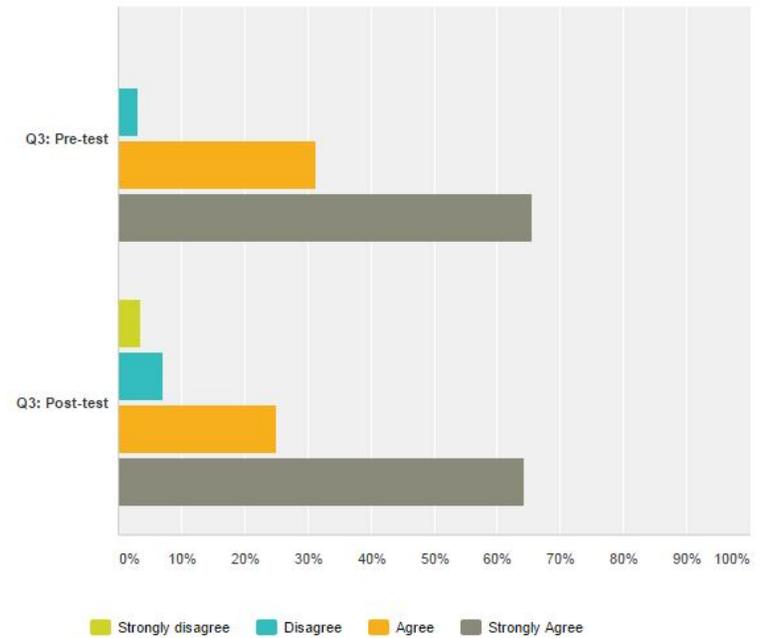
Answered: 59 Skipped: 1



	Strongly disagree	Disagree	Agree	Strongly Agree	Total
Q3: Pre-test (A)	3.13% 1	6.25% 2	28.13% 9	62.50% 20	54.24% 32
Q3: Post-test (B)	0.00% 0	0.00% 0	29.63% 8	70.37% 19	45.76% 27
Total Respondents	1	2	17	39	59

## I feel comfortable standing up for someone else who is being picked on.

Answered: 60 Skipped: 0



	Strongly disagree	Disagree	Agree	Strongly Agree	Total
Q3: Pre-test (A)	0.00% 0	3.13% 1	31.25% 10	65.63% 21	53.33% 32
Q3: Post-test (B)	3.57% 1	7.14% 2	25.00% 7	64.29% 18	46.67% 28
Total Respondents	1	3	17	39	60

### Words from the Girls

“It’s easier to have fun when you are grateful!”

“Positive body image means you like yourself just the way you are.”

“When you support each other, you can do stuff you couldn’t do by yourself!”



### Words from Parents & Coaches

“I really liked the sense of community and how that helps bring pride to each of the girls.”

“[Coaching] really opened my eyes to the insightful-ness and emotional facets that young girls today are dealing with.”

Where did we pull quotes from?

Coach daily process evaluation forms

Participant Exit Questions (warm-up activity in final lesson)

Various lesson activities

PSA recordings

Parent Survey

Coach Survey



A strong woman is:

strong  
confident  
kind  
courageous  
brave  
loyal  
determined  
smart  
ally  
happy  
nice  
grateful  
amazing  
helpful  
mighty  
giving  
fun  
thankful  
curious  
respectful  
accepting  
incredible  
amazing  
grateful  
mighty

# PARENTS & COACHES

GOTR parent survey 2014

Q11: The parent guide and newsletters contain conversation starters to continue GOTR lessons outside of practice. Did you find those useful? In what way? If not, why?

I did like those. I liked having an idea about what they were talking about in GOTR to build on our conversations about practices, since kids aren't always the best at providing that. One day I glanced in to watch practice, they were playing a tag game. It would be nice to have some "how-to" activities as well

Part of newsletter addressed to the girls, to read to their parents—"hey girls, don't forget to tell your family this"

Q12: How often did you and your daughter discuss the lessons she was learning at GOTR?

Sometimes discussed (1 time per week)

Q13: As a parent, I believe GOTR has been a valuable experience for my daughter.

Strongly agree

Q14: What did you like best about GOTR?

I like that it fosters friendships, and it does help with self-confidence and gives them reminders about what appropriate peer interactions should be like. Savannah had a hard time when we first moved here and there were girls who were saying mean things. Advice was to get her in some activities which helped, but I liked GOTR more than things like dance because deal with both physical and emotional well-being.

Q15: What did you like least about GOTR?

worked out pretty well for me.

Q16: As a result of GOTR, did you notice any changes in your daughter's self-confidence and self-esteem?

Noticed she was eager to go and be on time, so count that as good important things. Last year yes, this year she was already pretty confident going in so just helped sustain that sense of self. Last year she needed a boost and GOTR helped.

Q17: As a result of GOTR, did you notice any changes in your daughter's ability to relate with her peers?

She's maturing a bit, and part attributed to GOTR.

Q18: As a result of GOTR, did you notice any changes in how your daughter communicates with friends and family?

Positive language from GOTR that I've heard her utilize.

Q19: Would you recommend GOTR to other parents/guardians of daughters? Why or why not?

Yes. I liked it, I think the goal of running the 5K—like typing the physical and emotional well-being together and putting dedication and practice in on regular basis but not competitive.

Q20: GOTR is attempting to engage parents more in growth and learning experiences during GOTR to help reinforce the values and skills taught in the program. Do you have any additional activities or resources to suggest to help facilitate this parental involvement?

Age-old adage—offer food and people will show up!  
I really enjoyed a mother-daughter tea offered by old school in California, classy event, way to get moms hanging out with other moms.  
Long time ago at summer camp offered to do dream catchers with group of kids—so reaching out to parents to see what they could offer to the GOTR practice, or sewers or bead makers could make or present and facilitate that. Ask people to participate in the way they're most able to.

## GOTR Parent Evaluation 7/25/2014

### Overview:

After the 2014 GOTR season, a phone survey was conducted with parents of program participants. Parent/guardian names were drawn randomly to achieve the goal of eight complete surveys. In addition to contact with those 8 parents, phone calls were attempted with other parents with the result of 2 not interested, 6 no response/no working phone, and 11 messages. The survey aimed to assess the efficacy of the parent outreach efforts this season; learn more from participating families about their views of the program; gauge how parents see the program impacting their daughters; and find out what we can do to improve the program in future years.

### Key Points:

From the phone survey, it appears our parent outreach efforts were mostly successful. Most parents remember receiving the parent guide and newsletters, and overall found them helpful to very helpful. Half of the respondents talked with their daughter about GOTR after each practice, and all of the parents found the conversation starters helpful.

All parents agreed GOTR was a valuable experience for their daughter. When asked whether they had seen changes related to "self-confidence and self-esteem, ability to relate with peers, and ability to communicate with friends and family" over the season, all parents answered in the affirmative or neutrally.

Parents were all enthusiastic about the 5K, especially the support from running buddies, the positivity of the event, and the fact that all girls were winners and were supported.

### Suggestions:

Parents were asked for ideas to facilitate increased parent involvement in the program

- Open house before registration for families unfamiliar with the program.
- Participant sign-up table at Seamart
- Part of the newsletter for girls, eg "Hey girls—don't forget to tell your family this!"
- Special event mid-season with the parents, eg coming to practice, fundraiser, activity gathering
- Parent 5K training info, for those who want to run with daughter

### Quotes

- Every time when she came home that's all she would talk about, so happy and positive!
- GOTR better stick around! Kids need programs like this to learn about life and bring the community together and make friends
- I like that GOTR fosters friendships and it does help with self-confidence and gives them reminders about what appropriate peer interactions should be like. I love that GOTR deals with both physical and emotional well-being
- I like the physical and emotional well-being together and putting dedication and practice in on a regular basis but not being competitive
- My daughter has asthma and GOTR really helped with her being able to get out and moving. Also, just to be okay with other girls her age and girls older than her to get her going and tell her it's okay to keep going and it's okay to struggle.

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## STRATEGIES FOR HEALTHY YOUTH RELATIONSHIPS

### BLATCHLEY MIDDLE SCHOOL 2014 SITKA, AK

The Fourth R is a comprehensive, evidence-based, school program on healthy relationships and decision-making skills for adolescents. Topics include personal relationships, peer and dating violence, substance abuse, and high-risk behaviors. Developed in Canada by the Centre for Addiction and Mental Health, Centre for Prevention Science, it has been adapted for us in Alaska with support by the State of Alaska Department of Education and Early Development.

In 2014, 16 of 21 lessons were implemented to 8th grade students during PE classes at Blatchley Middle School. PE teachers taught Unit 1 (Personal Safety and Injury Prevention) and Unit 2 (Substance Use and Abuse) and the Youth Development Specialist at Sitkans Against Family Violence, taught Unit 3 (Healthy Growth and Development). All received 4th R training from the State of Alaska.

To learn more about 4th R in Alaska, visit: [andvsa.org/the-fourth-r/](http://andvsa.org/the-fourth-r/)

#### After the 4th R classes, students reported:

- 94% of students were able to use a delay, negotiation, or refusal tactic for dealing with a peer pressure situation involving alcohol.
- 87% of students were able to identify 1 or more reasons to choose abstinence including: personal values, not being ready, to avoid teen pregnancy, and to prevent STDs.
- 48% of students listed "peer pressure" or "to be cool" as the main reason students engage in sexual activity.
- 45% of students identified communication, trust, or respect as something helpful they learned about healthy relationships. Others cited included consent and valuing your partner's opinions.
- 91% of students agreed or strongly agreed that "students need to be taught sexual education and healthy relationships skills in school."

91%

Excerpts from 2014 Blatchley Middle School 4th R student survey:

- "Communicating with your friends when they are making bad decisions is the best choice instead of letting them mess up."



- "Communication is a very important part of any relationship/friendship."
- "Talking and respect are important things."
- "Make sure you're ready, mentally and physically, for any interaction."
- "We learned to think about the consequences of our decisions."
- "Consent is clear and verbal."

4th R encourages families to be a key part in educating teenagers about healthy relationships and decision-making. Students were asked: *What do you think parents should know about what teenagers are experiencing related to healthy relationships and healthy sexuality?*



- "Parents should know that teens are being taught that sex is okay thanks to movies, magazines, and the internet."
- "Anybody can be a victim of domestic violence. Strictly banning sex and alcohol doesn't necessarily prevent it—it may even support it."
- "They are curious, they don't know what will hurt them."
- "Some students are pressured into unhealthy relationships. Some students are bullied for their sexuality."
- "Teenagers are a lot more sexually active than you think; they don't always use protection and that is a big deal; they are experiencing a lot of new things and they might need more input on what they're doing."

Monday

Eight Grade

My gender is \_\_\_\_\_  
I am in \_\_\_\_\_

1. Provide one example of something you learned about healthy communication and decision making which will likely help you now or in the future.

2. It's the night of the final basketball game and all your friends are going. One of them suggests that you get some alcohol and have a couple drinks before you go. They think it would make the game more entertaining. What are your options?

• walk away  
• Tell them "no"  
• hang out with other people

Eight Grade

My gender is \_\_\_\_\_  
I am in \_\_\_\_\_

1. Provide one example of something you learned about healthy communication and decision making which will likely help you now or in the future.

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• don't blow someone that's presuming you

4. You are worried your friend has a substance abuse problem. What are some ways you could help them? In addition, list an agency that you could refer your friend to for more help.  
Tell them to go to a doctor.  
To have abstinence

5. Provide one example of something you learned about human growth and development which will likely help you now or in the future.

Eight Grade Health Class, End-of-the-year Anonymous Survey

My gender is: \_\_\_\_\_ Male \_\_\_\_\_ Female \_\_\_\_\_ Other  
I am in \_\_\_\_\_<sup>st</sup> \_\_\_\_\_ class period.

1. Provide one example of something you learned about healthy communication and decision making which will likely help you now or in the future.  
To make better choices

2. It's the night of the final basketball game and all your friends are going. One of them suggests that you get some alcohol and have a couple drinks before you go. They think it would make the game more entertaining. What are your options?  
What are you thinking? What are your options?  
• walk away  
• Tell them "no"  
• hang out with other people

3. Provide one example of something you learned about dealing with peer pressure around drugs and alcohol which will likely help you now or in the future.  
• don't blow someone that's presuming you

4. You are worried your friend has a substance abuse problem. What are some ways you could help them? In addition, list an agency that you could refer your friend to for more help.  
Tell them to go to a doctor.  
To have abstinence

5. Provide one example of something you learned about human growth and development which will likely help you now or in the future.

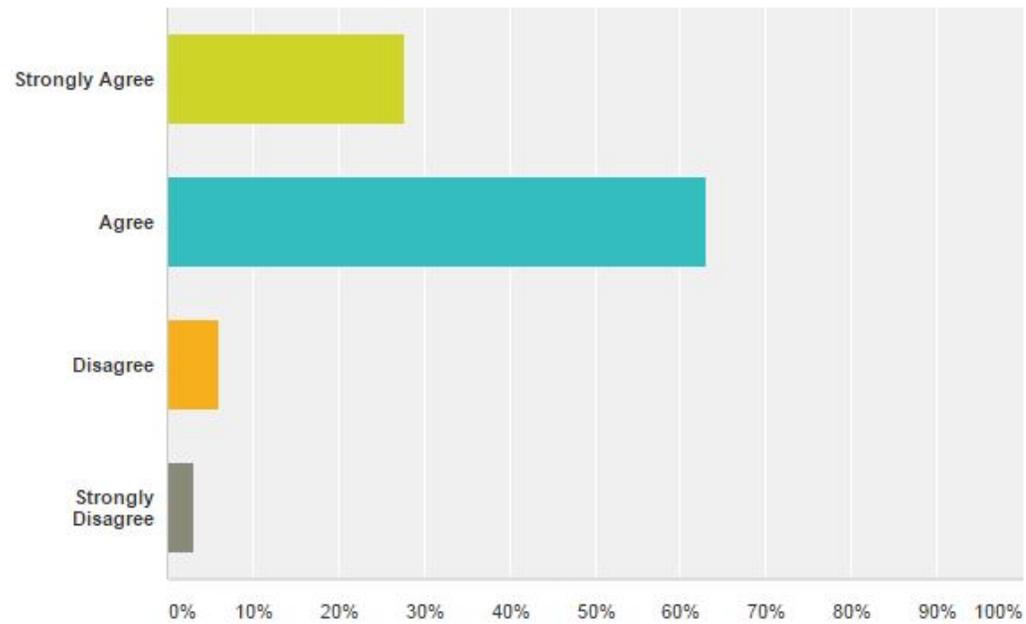
Q12

Customize

Export ▾

### Students need to be taught sexual education and healthy relationship skills in school.

Answered: 65 Skipped: 4



Answer Choices	Responses
Strongly Agree	27.69% 18
Agree	63.08% 41
Disagree	6.15% 4
Strongly Disagree	3.08% 2
Total	65

ay Monday Tuesday Thursday

9th grade health survey

Roll few quotes

2014 F  
Q3 Provide  
learned a  
decision

#	Responses
1	Women can act different
2	Don't do drugs
3	I learned that if you talk good communications
4	That your friend should Listen
5	Stuff
6	To talk out what
7	You can't get rid
8	I learned that choice instead
9	The different
10	How to get
11	I learned
12	How to
13	Get tes
14	Safe

28/63 peer pressure  
45%

Q9 Ide NOT

11 to be  
100  
6/63

#	Responses
1	Want children
2	Pleasure or to be co
3	Be cool. Want bab
4	They're ready to.
5	They want to be
6	It feels good
7	?
8	They love p
9	Their part cool
10	Peer pre have a
11	They
12	They
13	Th
14	Th
15	
16	
17	

negative answer - 4/63

2014 B  
Q4 It's th  
game and  
them sug  
and hav  
They thi  
entertain  
to go  
drink.W

#	Responses
1	No, I don't want to get in tr
2	I am thinking not to go
3	I would tell them that I w
4	I would say no thanks I c
5	Should I or should I no
6	to leave
7	Don't go
8	I think they are stup
9	I am thinking I don't something else to
10	I'd prefer not to m don't drink, unfrie
11	That I don't wan
12	Stop them by t
13	It is not a goo
14	Probably sho
15	Don't go

Internally -  
How better  
convey specific  
resources

subs  
ways  
an ag

#	Responses
1	Take your friend to the hospital
2	Talk to them about it
3	I would try to talk to them about what SAFE as resource
4	I would tell them they should stop
5	Help him make the right decisions
6	stuff
7	You could tells them to tell an adult
8	Steal them and give it to him when he nee
9	You could tell their parents or ask them if the
10	Tell their parents, talk with them about the pro hotlines but I'm aware they exist
11	Get them away from what even their doing. Han
12	Parent, adult, agency
13	Tell them they have a good life and not to ruin it
14	Try doing something else
15	Send them to rehab
16	Intervention
17	Intervention for abuse
18	Intervention
19	Intervention
20	Talk
21	Talk

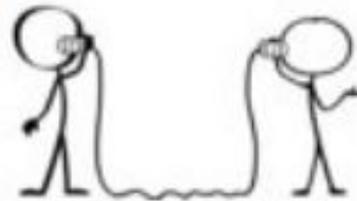
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# THANK YOU!

Join us on June 4, 2015 for our next webinar:

Organizational Improvements  
to Support Community Prevention